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ABSTRACT

A product evaluation of the Saginaw, Michigan School District's state-funded prekindergarten program for at-risk 4-year-olds (Michigan Early Childhood Education Preschool, or MECEP) was conducted in 1993-94. The Piaget-based program, which served approximately 280 children at 9 elementary schools, involves 7 component areas: cognitive, psychomotor, affective, parent participation and education, curriculum, staff development, and community collaboration and participation. The major outcome question asked in the evaluation was: Did the program attain the 26 objectives it set out to accomplish? The Prekindergarten Saginaw Objective Referenced Test was used to measure product outcomes on 13 program objectives dealing with cognitive and psychomotor skills. The Affective Rating Scale was used to measure the seven affective objectives. Parents as Partners Monthly Logs were used to measure outcomes on the three parent participation/education objectives. Finally, records maintained by the MECEP program supervisor were used to measure the three objectives related to the curriculum, community collaboration/participation, and staff development components of the program. Evaluation data indicated that in its sixth year of operation, the program was quite successful, with 25 of 26 objectives attained. (Recommendations for program improvement are offered. Ten appendices provide related material, including specific program objectives, the PK-SORT, and statistics broken down by building.) (AA)

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EVALUATION REPORT

ED 405 072

MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PRODUCT
EVALUATION REPORT

1993-94

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

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MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PRODUCT
EVALUATION REPORT

1993-94

An Approved Report of the

Department of Evaluation, Testing, and Research

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June, 1994

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PROGRAM DESCRIPTION

This is the sixth year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at-risk" four year old children. The District has operated for the past twenty-five years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus, Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming educationally disadvantaged are essential to the identification of those to be included in the Michigan Early Childhood Education Preschool (MECEP) program. Four year olds selected for participation in MECEP must have shown one or more of the following "at risk" factors:

> Score of 18 or less on the 27 item Prekindergarten Readiness Screening Device (PRSD); low birth weight; developmentally immature; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); language deficiency or immaturity; non-English or limited English speaking household; family history of low school achievement or dropout; low parental/sibling educational attainment or illiteracy; single parent; unemployed parent/parents; low family income; parental loss by divorce or death; teenage parent; and housing in rural or segregated area.*

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*From 1993-94 Grant Application For: The Michigan Early Childhood Program, page 6 with criteria of PRSD for developmentally immature.

An accounting of this year's MECEP participants shows that as of September 28, 1993 a total of 280 pupils were attending one of nine sites (see Appendix A for details).

The MECEP operated at nine elementary sites: Fuerbringer, Herig, Jerome, Kempton (p.m. only), Merrill Park, Chester Miller, John Moore, Stone, and Zilwaukee (a.m. only).

The MECEP program is based upon the Piagetian concept that a child develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects to enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix B for the objectives in each component).

EVALUATION PROCEDURES

This report presents the results of the sixth product evaluation of the MECEP program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question relative to the cognitive and psychomotor objectives, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement (see Appendix C for a copy of the PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives. The post-test only administration of PK-SORT took place from April 27-May 19, 1994.

The outcome of the affective objectives was measured by a pre- and post-test administration (September 15-30, 1993 and April 18-20, 1994 respectively) of the Affective Rating Scale (ARS). The ARS is an 18 item checklist dealing with seven affective objectives (see Appendix D for a copy of the ARS).

The Parents as Partners Sheet was the evaluation instrument used by each teacher to record the amount and type of parent participation that occurred during the year (and measures the three parent participation objectives). Due to the mobility of children into and out of the program, a decision rule was

developed to define the mastery criteria for less than a school year attendance related to parents as partners objectives (see Appendix E for the decision rule).

The three final objectives related to curriculum, community/collaboration/participation and staff development used existing record-keeping systems maintained by the program supervisor to obtain data relative to meeting or not meeting the criterion of each objective.

PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Test (PK-SORT)

The results of the PK-SORT (administered during April 27-May 19, 1994 to MECEP prekindergarten pupils) are presented below. PK-SORT results will be reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of pupils in May. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

Table 1

Pupils Attaining Objectives of the Prekindergarten SORT Cognitive Subtest

Obj. #	Objective Description	Standard	Pupils Attaining Standard #	Pupils Attaining Standard %	Attainment of Objective
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	257	(93.8)	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	265	(96.7)	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	237	(86.5)	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	229	(83.6)	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	246	(89.8)	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	271	(98.9)	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	261	(95.2)	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 2 of 5 elements of fluency	246	(89.8)	Yes
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	263	(96.0)	Yes

Note. N=274.

Analysis of the data contained in the above table reveals the following:

- MECEP pupils attained nine of the nine (100.0%) cognitive objectives.
- The Knowledge: Logical-Mathematical-Seriation showed the lowest attainment (83.6%).
- Objective 6 (Expressive Language: Labeling) demonstrated the greatest percentage of attainment (98.9%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives.

Table 2

Pupils Attaining Objectives on the Prekindergarten SORT Psychomotor Subtest

Obj. #	Objective Description	Standard	Pupils Attaining Standard #	Pupils Attaining Standard %	Attainment of Objective
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	265	(96.7)	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	209	(76.3)	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	178	(65.0)	Yes
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	240	(87.6)	Yes

Note. N=274.

Analysis of the above data reveals the following results:

- MECEP pupils attained four of the four (100.0%) objectives.
- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (65.0%)
- Objective 10 (Fine Motor Coordination) demonstrated the highest attainment (96.7%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix F.

Affective Rating Scale (ARS)

The outcome of the affective objectives was measured by a pre- and post-test administration (September 15-30, 1993 and April 18-26, 1994 respectively) of the 18-item Affective Rating Scale (ARS). A total of 274 MECEP pupils were pre- and post-tested. For these pupils to show attainment on an objective the average post-test score must increase one score point or more in the positive direction over the pre-test score. Mean pre- and post-test rating plus objective attainment results for the seven affective objectives are captured in Table 3 below.

Table 3

Objective Attainments[a] Based on Mean Pre-test and Post-test Ratings by Teachers as Determined by an Analysis of Affective Rating Scale (ARS) Data

Obj. #	Objective Description	ARS Items	MEANS					Percent Change	Attainment of Objective
			VF 1	F 2	S 3	I 4	VI 5		
14	Preference Value Teacher	5, 6, 10		Post 1.8		Pre 3.9		42	Yes
15	Self-Control	13, 14		Post 1.5		Pre 3.6		40	Yes
16	Positive Peer Interaction	1, 3, 11		Post 1.8		Pre 4.0		44	Yes
17	Initiates Activities	15, 17		Post 1.9		Pre 4.1		44	Yes
18	Positive Work Attitude	7, 12		Post 1.5		Pre 3.7		42	Yes
19	Curiosity	2, 4, 8, 9		Post 2.0		Pre 4.0		40	Yes
20	Creativity	16, 18		Post 2.2		Pre 4.3		42	Yes

Note. N=274

[a]Performance Standard — pre- to post-test increases will average 2% or more relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

Pre-Grand Mean = 3.9
Post-Grand Mean = 1.8
Difference = 2.1 or 42%

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A review of the above data reveals the following results:

- MECEP pupils attained seven of seven (100.0%) affective objectives.
- Pre- to post-test mean gains ranged from 2.0 (40.0%) to 2.2 (44.0%) points.
- The smallest mean gain (2.0) occurred on objectives 15 (Self-Control) and 19 (Curiosity).

The ARS data by building are shown in Appendix G for the interested reader.

Parents Participation/Education

Parent participation has always been an important part of Saginaw's prekindergarten programming. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for this child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

21. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.
22. 60% of the prekindergarten families will participate in parent meetings four times per year.
23. 80% of the prekindergarten families will complete with the child nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

Table 4

Attainment of Product Parents as Partners Objectives

Objective Number	Families Meeting Standards #	%	Objective Attained
21 (60%)[a]	235	78.9	Yes
22 (60%)	266	89.3	Yes
23 (80%)	283	95.0	Yes

Note. N=298 families.

[a]Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix H.

Curriculum

The curriculum objective was focused on establishing an Early Childhood Education Curriculum Committee with an intended outcome of meeting at least four times during the 1993-94 school year.

This committee with 18 members (see Appendix I for listing of its membership) met throughout the year. A total of three meetings were held on the following dates: January 11, February 15, and April 25, 1994. Major topics covered at each curriculum committee meeting were as follows.

- Background and history of young fives and junior first.
- Standards of quality.
- List of concerns if young fives and junior first are eliminated.
- Planning for ungraded primary conference.

From the review of the data maintained by the project supervisor, it was evident that the curriculum objective (objective 24) was not attained.

Community Collaboration/Participation

This objective again involves the establishment of a committee. The purpose of the committee was to encourage community collaboration and participation in the MECEP program. Instead of establishing a new committee, the program supervisor became a member of the Family Life Education Advisory Committee and used this committee as a vehicle to focus collaboration and participation (see Appendix J for list of members).

The Family Life Education Advisory Committee or its subcommittee did meet four times, namely on October 19, 1993 and again on January 25, March 22, and May 24, 1994. This objective required the committee to meet four times. A number of programs/services of mutual interests were dealt with including: drug free school programs, life management education, parent resource center, single parent/homemaker program, teenager parent program, young parent program, consumer home economics program, dropout prevention, student assistance program, growth and afrocentric program, ABE special needs class,

and project success. The program supervisor also attended two sessions of the Michigan Department of Education (MDE) advisory committee. This committee of Saginaw County districts with MECEP programs reviews community collaboration and participation issues. Objective 25 dealing with the community collaboration and participation was attained.

Staff Development

The staff development objective (objective 26) held that 75% of MECEP staff would participate in 75% of the inservices offered to improve instructional skills and broaden the knowledge base of staff. A review of the data maintained by the program supervisor revealed that 93.8% (15 of the 16 staff members) attended at least 75% of the inservice sessions offered. The chart below indicates the month and the major topic(s) covered during each session.

Month	Topics
August	- MEAP - Prekindergarten objectives and handbook
September	- DSS licensing - Speech and language - Protective services - Parenting - Product evaluation
November	- Setting Limits - Rules and Discipline for the 4 Year Old - Visit to Chippewa Nature Center - Positive Reinforcement
January	- Teaching young children to solve problems, negotiate, and resolve conflicts
February	- Preschool Educator's Workshop - "Summer Discovery Program" - Action Item Development
March	- Bottle biology and plant cuttings

April	- SORT Testing Procedures
May	- Screening Procedures - End of year Parent/Child Meetings - Inservice planning - Technology Education Training

Recapping, 93.8% of the MECEP staff attend 75% or more of the monthly staff development sessions offered, indicating that objective 26 was attained.

SUMMARY AND CONCLUSIONS

The 1993-94 Michigan Early Childhood Education Preschool (MECEP) Program served a total of approximately 280 children at nine elementary schools. A screening test was administered to each registrant at the beginning of the year as well as a screening for other "at risk" factors of becoming educationally disadvantaged was conducted to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Referenced Test (PK-SORT) was used to measure product outcomes on thirteen of the 26 program objectives. The results show that the program attained nine of the nine (100.0%) objectives in the cognitive skills area, and four of four (100.0%) objectives in the psychomotor skills area. Overall, the program was able to attain thirteen of the thirteen (100.0%) PK-SORT objectives.

The Affective Rating Scale (ARS) was used to measure the seven affective objectives. The results show that the program attained seven of the seven (100.0%) affective objectives.

The Parents as Partners Monthly Logs was the vehicle used to measure the product outcome on the three parent participation/education objectives. These results show that all three objectives (100.0%) were attained.

Finally, records maintained by the MECEP program supervisor were used to measure the three objectives related to curriculum, community collaboration/ participation, and staff development components of the program. Again, a review of the results shows that two of the three objectives (objectives 25 and 26) were attained (66.7%).

The MECEP program in its sixth year operation was very successful with 25 of the 26 (96.2%) objectives being attained. This probably is in large partly

due to the experienced staff the Saginaw Schools has developed over its 25 years of prekindergarten programming endeavors.

Even successful programs can be improved. A review of the process and product evaluation data indicates certain areas where refinement or adjustment can be made in aiming toward further program improvements.

RECOMMENDATIONS

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about MECEP program improvements in the following school year. These recommendations take nothing away from a program that continues to show very impressive results on an annual basis. This year being no exception.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved feel part of the proposed new operation of the program.

1. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

2. Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection of the posting of labels by the teacher and/or aide is necessary to ensure they remain in place. A periodic review by the program supervisor seems necessary until this practice becomes consistent across sites.

3. With respect to language enhancement activities, the frequency of exact statement to restatement with extension of students by teacher (approximately 70/30) seems fair/poor, however, the restatement ratio of 50/50 seems a more reasonable target. An inservice on how to extend restatements may be warranted.

APPENDICES

APPENDIX A

MECKP PARTICIPANTS BY BUILDING AS OF SEPTEMBER 28, 1993

Fuerbringer	36
Herig	39
Jerome	35
Kempton	21
Merrill Park	35
Chester Miller	19
John Moore	40
Stone	35
Zilwaukee	20
TOTAL	280

APPENDIX B

Component: Cognitive

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
1. Physical Knowledge	- Feeling activities - Furry and other texture toys - Play dough - Smelling and handling vegetables	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the pupils will respond correctly to 2 of 3 items related to physical knowledge on the PK SORT.
2. Social Knowledge	- Books - Field trips - Films - Visitors - Role playing - Helpers in room	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the pupils will respond correctly to at least 3 of 4 items related to social knowledge on PK SORT.
3. Knowledge: Classification	- Color--blocks - Shape - Size - Texture - Tone - Utility - Smell - Taste - Calendar - Sorting	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the pupils will successfully apply two criteria for sorting: color and/or form on the PK SORT.
4. Knowledge: Logical - Mathematics Seriation	- Length - Height - Weight - Shades of color - Hardness - Softness - Cuisenaire rods - Block tower building - Texture activities	September 7, 1993 June 3, 1994	Teacher, Aide	70% of the pupils will answer at least 1 of 2 related items on PK SOR
5. Spatio-temporal Knowledge: Structure of Time	- Show and tell - Story--book - Role playing - Science experiments - Calendar - Preparation of lunch, art, cleanup, home bound - Growth stages - Finger play - Farmer in Dell - Audio visual material	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the pupils will respond correctly to at least 50% of the relate items on PK SORT.

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APPENDIX B

Component: Cognitive (cont'd.)

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
6. Expressive Language: Labeling	- Naming pictures in storybook - Naming items in catalogue - Naming objects in house - Naming items in classroom - Tag pictures	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the pupils will label at least 4 objects in a picture on the PE SHEET.
7. Expressive Language: Mean Length of Utterance	- Retelling of story - Expanding child's sentence (i.e., apple—eat, apple—I eat, apple—I eat an apple)	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the pupils will use at least 3 of 5 elements of fluency on PE SHEET.
8. Expressive Language: Semantics	- Flannel board stories - Language stories - Synthesizing questions - Grammatical structures such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the pupils will use at least 2 of 5 semantic elements on PE SHEET.
9. Expressive Language: Plot Extension/ Expansion	- Completing unfinished sentences - Adding endings to stories - Drawing inferences	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the pupils will use at least one element of plot extension in their description on the PE SHEET.
10. Fine Motor Coordination	- Art work - Writing on board - Finger painting - Folding - Stirring painting - Peg boards - Pouring - Geoboards - Puzzles - Cuisenaire rods	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the pupils will perform at least 3 of 4 activities on the PE SHEET

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APPENDIX B

Component: Preschool

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
11. Spatio-Temporal Knowledge: Structuring of Space (Order)	- Games—straight line - Role playing - Manipulation of object (rods, blocks, toys) - Poetry - Prose - Counting days till - Finger plays - Bear Hunt - ABA - Ten Little Indians - Line drawings	September 7, 1993 June 3, 1994	Teacher, Aide	66% of the pupils will correctly pattern a topological relationship on the PE SHET.
12. Representation of the Symbol	- Sand drawings - Paper cutting - Cookie cutting with clay - "Simon Says" - Tracing - Rubbing	September 7, 1993 June 3, 1994	Teacher, Aide	66% of the pupils will copy 3 of 4 shapes on the PE SHET.
13. Gross Motor Coordination	- Rhythms - Dancing - Jungle gym - Free play activities - Balance beam - Hula-hooping - Play all equipment	September 7, 1993 June 3, 1994	Teacher, Aide	66% of the pupils will complete at least 3 of movements.

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APPENDIX B

Component: Affective

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
14. Preference Wise Teacher	- Use to one relationship with an adult - Seeking adult as resource	September 7, 1993 June 3, 1994	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
15. Self-control	- Consistent classroom environment--teacher control--freedom and responsibility	September 7, 1993 June 3, 1994	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
16. Positive Peer Interaction	- Sharing, selecting partners, initiating activities with others	September 7 1993 June 3, 1994	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
17. Initiates activities	- Positive reinforcement	September 7, 1993 June 3, 1994	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
18. Positive Work	- Continues with task	September 7, 1993 June 3, 1994	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
19. Curiosity	- Questions, explores experiments	September 7, 1993 June 3, 1994	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
20. Creativity	- Different ways to approach a task	September 7, 1993 June 3, 1994	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.

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APPENDIX B

Component: Parent Participation/Education

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
II. Parent Participation	Parents will be expected to help out in the classroom or on field trips at least once per month.	September 7, 1993 June 3, 1994	Teacher, Aide	60% of the families will participate in classroom or on field trips four times per year.
III. Parent Education Program: Friday Meetings	Friday parent/child meetings will be held at least once per month covering learning activities of the past month and what is planned in the future and how parents can help their child.	September 7, 1993 June 3, 1994	Teacher, Aide	60% of the families will participate in parent meetings four times per year.
III. Parent Education Program: Home Work Activities	Every two weeks a new homework assignment will be given relating to one of the first thirteen cognitive/psychomotor objectives.	September 7, 1993 June 3, 1994	Teacher, Aide	80% of the families will complete with the child also home activities and return them to school.

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APPENDIX B

Component: Curriculum

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
24. To establish an Early Childhood Education Curriculum Committee	Curriculum Committee meetings	October , 1993 June , 1994	Program Supervisor	Review of meeting agendas and products developed. Committee will meet at least four (4) times during the 1993-94 school year.

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APPENDIX B

Component: Community Collaboration/Participation

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
25. To establish an Early Childhood Education Advisory committee	Advisory Committee meetings	October, 1993 June, 1994	Program Supervisor	Review of meeting agendas. Advisory Committee will meet a least three (3) time during the 1993-94 school year.

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APPENDIX B

Component: Staff Development

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
26. Early Childhood Education Staff will participate in inservice to improve their instructional skills and broaden their base of knowledge.	Appropriate inservice programs will be developed and implemented.	October - 1993 June - 1994	Program Supervisor	75% of the ECC staff will participate in 75% of the inservices offered. Monthly inservice sessions will be offered during the 1993-94 school year.

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Prekindergarten

SAGINAW OBJECTIVE REFERENCED TEST (PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

Rev. 0590

APPENDIX C

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APPENDIX C

DIRECTIONS FOR ADMINISTERING

PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

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attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

A for correct responses and

B for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the "Directions for Completing the Prekindergarten SORT Answer Sheets". These directions will be included in the packet containing the machine scoreable answer sheets.

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APPENDIX C

PREKINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are not to be read to the child. In recording answers on your answer sheet, you should code A = correct response and B = incorrect or no response.)

1. SAY, "Let's play a game where you have to tell me about things you cannot see."

   (Hand the pupil feely sock Number 1. It contains a metal zipper.)

   SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

   (Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

   Acceptable Responses

   -- Name of the object
   -- Shape of the object
   -- Use of the object
   -- Name of the material of the object
   -- Texture of the object

   SAY, "Let's take a look at it. Now, let's do another one."

   (Put away sock Number 1 making sure that the zipper is put back, take out sock Number 2.)

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2. (Hand the pupil feely sock Number 2. It contains a toothbrush.)

SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

(Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

Acceptable Responses

— Name of object
-- Shape of the object
— Use of the object
-- Name of the material of the object
— Texture of the object

SAY, "Let's take a look at it. Now, let's do another one."

(Put away Number 2 making sure that the toothbrush is put back, take out sock Number 3.)

- - - -

4. SAY, "Now let's take a look at some pictures and talk about them."

(Show the child the picture marked with the Number 4 on the back. As you are holding it follow these directions.)

SAY, "Tell me who this worker is. What does s/he do?"

(Pause for response, listening for one of the acceptable responses listed below.)

Acceptable Responses

-- Name of the role or title of the worker or
— A description of what s/he does or how the worker helps us.

(Mark your scoring sheet accordingly.)

5-7. (Put away picture Number 4 and continue following the same directions for pictures 5, 6, and 7. Remember to mark on your scoring sheet after each question.)

- - - -

9. SAY, "In just a minute we will play a game with some circles and triangles which should be lots of fun."

(Open the envelope marked item Number 9 and randomly place the shapes in front of the pupil. As you describe what the pupil is to do, gesture with your hands to represent two piles.)

SAY, "Put the shapes that are the same into two piles. All the shapes in each pile should be alike."

(Pause for the child to group the shapes. Make sure that the groups are correct according to the acceptable response listed below.)

Acceptable Response

— Grouping according to form

(Mark your scoring sheet accordingly.)

- - - -

11. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked Item 11 and randomly place the four pictures in front of the child.)

SAY, "Here are four girls. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Provide a ruler as base. Pause for the child to arrange the girls. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four pictures from tallest to shortest or
-- All four pictures from shortest to tallest

(Mark your scoring sheet accordingly.)

- -

SAMPLE EXERCISE

SAY, "We are going to look at some pictures. We're going to talk about what happens first, next, and last."

(Open envelope marked "Sample, 12 and 13". Take out pictures for sample item. Lay pictures on table in order of #1, #2, #3, left to right, facing child.)

SAY, "Let's do this together. Listen to the story."

Mother mixed up a cake.
She put it into the oven to bake.
Then the cake is ready to eat.

SAY, "Show me the picture that happened first."

(Pause for answer and correct if he/she has not understood directions.)

SAY, "Show me the picture that happened next."

(Pause for answer and correct child if he/she has not understood.)

SAY, "Show me the picture that happened last."

(If child gives incorrect sequence, teacher tells the story and presents pictures in correct sequence.)

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12. SAY, "Let's do another story."

(Put Item 12 pictures out in order of #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

Daddy wrote a letter.
He walked to the mailbox.
He mailed the letter to his friend.

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

13. SAY, "Let's do another story."

(Put Item 13 pictures out in order #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

The boy fell in the mud.
He took a bath.
Now he is all clean!

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

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14. SAY, "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

(Need not identify correctly)

For example:

dog	ball
squirrel	cars
boys	slide
girls	picnic table
baby	tree
cup	blanket
grandma	bottle
sandwich	clover
pie	flowers
glass	chair

Incorrect Responses

-- Did not talk
-- Named less than four objects
-- Gave irrelevant responses

(Mark your scoring sheet accordingly.)

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(Child continues to use picture marked Number 14.)

15. SAY, "Tell me what you think is happening in the picture?"
"Can you tell me more about the picture?"

(Pause for the child to tell the story. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Uses a sentence of 5 or more words

Incorrect Responses

— Child does not talk
-- Uses sentences of four words or less
— Uses phrases

(Mark your scoring sheet accordingly.)

16. (Score story given for item 15 in terms of acceptable responses given below.)

Acceptable Response

-- Uses at least 3 or 5 of the listed elements of fluency. *

Incorrect Response

-- Uses less than 3 of the listed elements of fluency. *

* Fluency consists of additional responses using:

— Modifiers (uses adjectives or adverbs.)
-- Spatial elements (uses prepositions indicating position.)
-- Number words
-- Emotional or feeling words
— Sequence (uses phrases to describe a series of events.)

(Mark your scoring sheet accordingly.)

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17. (Child continues to hold the picture from the folder marked Number 15.)

SAY, "What do you think will happen next? What will they do when the picnic is over?"

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Child uses 1 or more of the elements listed below as a plot extension. * Any of the extensions below should be acceptable.

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

Incorrect Response

-- Child does not use plot extension. *

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

(Mark your scoring sheet accordingly and put the picture away.)

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PART II: PSYCHOMOTOR ABILITIES SUBTEST

31. (From envelope marked Number 31, ask pupil to fold a 5" x 5" sheet of paper in half. Teacher demonstrates with a sample.)

SAY, "Fold the paper in half."

Acceptable Response

-- Using ruler, folds should show an accuracy ± 3/8" in any direction.

(Mark scoring sheet accordingly.)

- -

32. (Using the same folded sheet, ask pupil to open the sheet and cut the paper on the fold.)

SAY, "Now open the sheet and cut the paper on the fold line."

(Teacher demonstrates with his/her sample.)

Acceptable Response

-- Using ruler, cuts should be ± 1/2" from the fold.

(Mark scoring sheet accordingly.)

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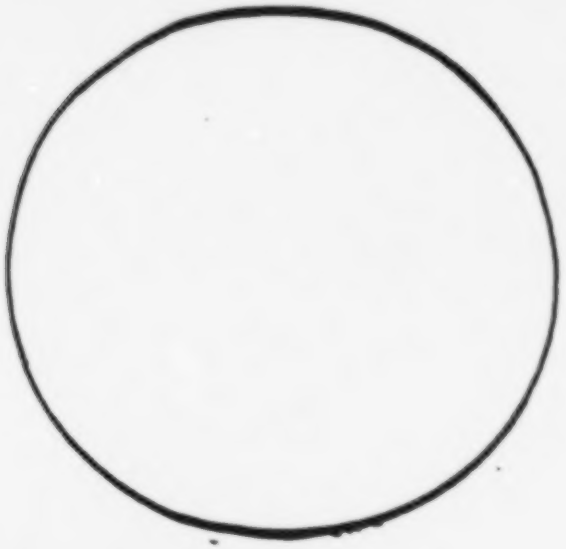
53. (Using a crayon from envelope Number 53, ask pupil to color inside the outline of the circle.)

SAY, "Color inside this circle. Color all of the circle."



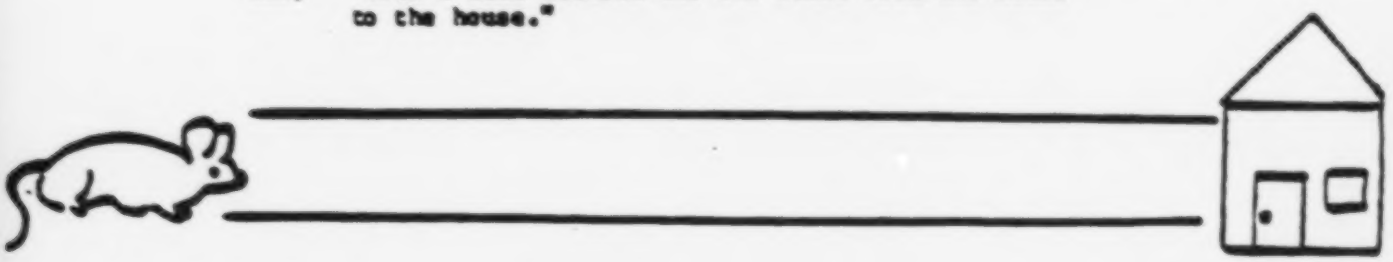
Acceptable Response

-- Using ruler, coloring marks should not exceed 1/2" at any point and approximately 2/3 rds of circle should be colored.

(Mark scoring sheet accordingly.)

54. (Using a crayon from envelope Number 54, ask pupil to draw a line between the two lines.)

SAY, "Draw a line between the two lines from the mouse to the house."



Acceptable Response

-- Crayon line must be within parallel lines and connect the mouse to the house or come within at least 1/2" of touching both the mouse and the house.

(Mark scoring sheet accordingly.)

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55. (Using cut-out forms from envelope Number 55, place them on the table facing the child in the order shown below. Then take a similar set from envelope Number 55 and ask the child to make the same pattern.)

SAY, "You make your row look just like mine."

Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

- - - -

57-60. (Using cards from envelope Number 57-60, show one card at a time in the following order. Hand an extra sheet of paper to the child to draw the figures.)

SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as shown in Administration and Scoring Manual for the Developmental Test of Visual Motor Integration.

---

61. (Given the directive [opportunity] to hop on one foot, the child will be able to take five consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

---

62. (Given a mark on the floor, the child will be able to jump over it by simultaneously lifting both feet from the floor and propelling his/her body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

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63. (Given a directive [opportunity] to skip, as a participant in any group activity which involves skipping, the learner will be able to skip using alternate feet, for a distance of ten or more feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- - - -

APPENDIX C

ATTACHMENTS

APPENDIX C

ATTACHMENT A

PK-SORT INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample - 3 pictures of Mother mixing cake, baking cake, and serving cake.

Item 12. - 3 pictures of Dad writing letter, walking to mailbox, and mailing letter.

Item 13. - 3 pictures of Boy falling in mud, taking bath, and then all clean.

Item 14. - 1 picture of a picnic.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 51-52. - 9-inch square pieces of paper and 1 pair of scissors.

Items 53-54. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 55. - 4 house illustrations and 6 face illustrations.

Item 56. - 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (5-1/8" in diameter) for setting out cars and trucks
5 sets of different colored cars and/or trucks (2 per set).

Items 57-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10' piece of lumber or a balance board is needed.

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APPENDIX C

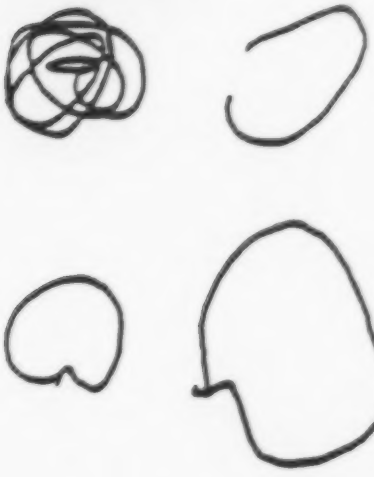
ATTACHMENT B

FORM 3 Circle

Scoring Criteria

Predominantly circular lines

Age Norms
(Imitated)
2.9
(Copied)
3.0

Passing	Failing
	

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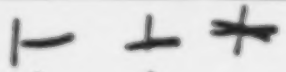
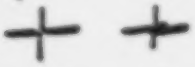
APPENDIX C

ATTACHMENT 8

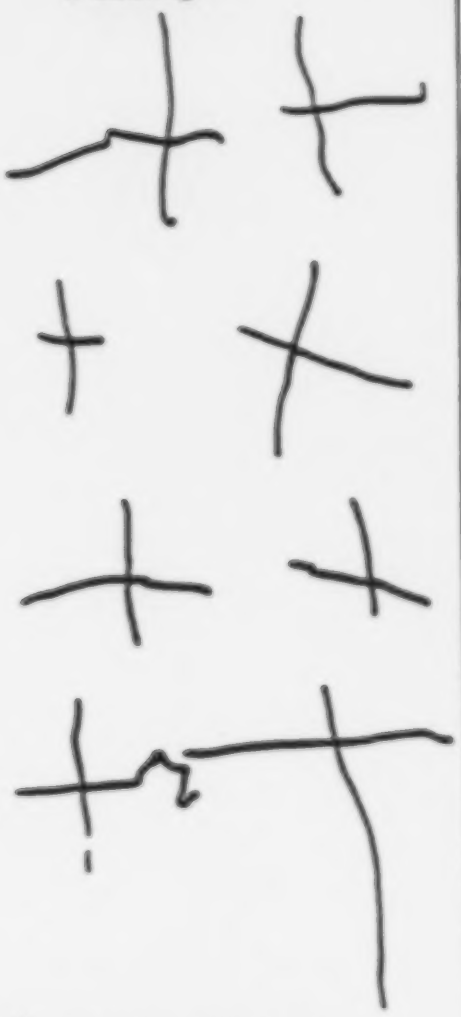
FORM 4 Vertical-Horizontal Cross

Age Norm 4;1

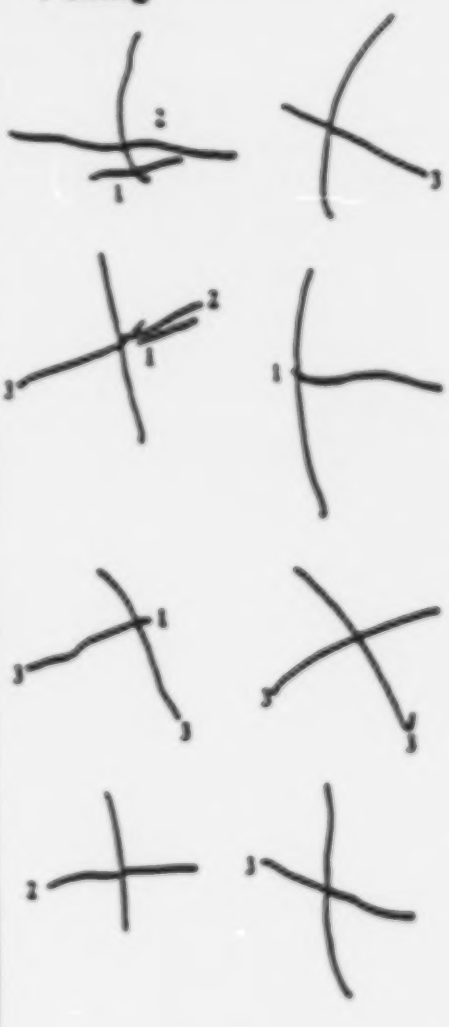
Scoring Criteria

1. Two fully intersecting lines	not	
2. Two continuous lines	not	
3. At least ½ of each line within 20° of its correct orientation	not	

Passing



Failing



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APPENDIX C

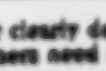
ATTACHMENT B

FORM B Square

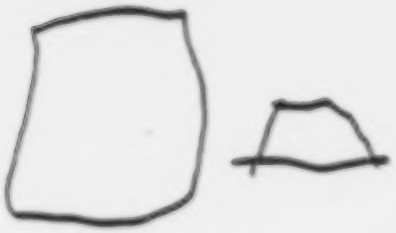
Scoring Criteria

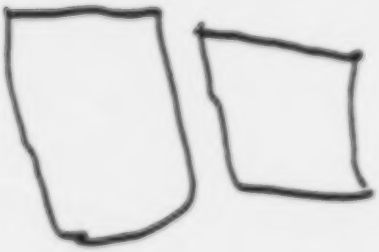
Age Norms 4.6

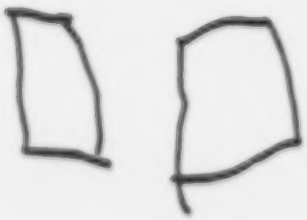
Four clearly defined sides (corners need not be angular)



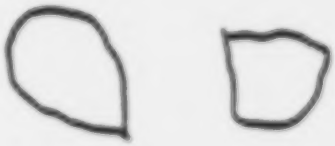
Passing

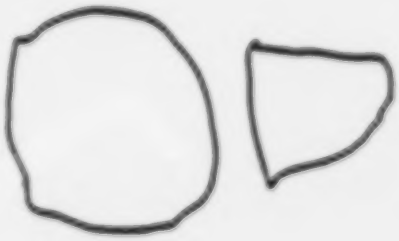






Failing





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APPENDIX C

ATTACHMENT 8

FORM B Triangle

Scoring Criteria

Age Norm 3.3

1. Three clearly defined sides	not		
2. One corner higher than others	not		

Passing

Failing

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APPENDIX D

THE AFFECTIVE RATING SCALE (Post-testing)

Teacher: _____ School: _____
Date: _____ Session: _____a.m. _____p.m.

Directions: Please circle one of the ratings (VF for "very frequently", F for "frequently", S for "sometimes", I for "infrequently", and VI for "very infrequently") for _____
(Student's Full Name)
on each of the following behavioral dimensions.

		VF	F	S	I	VI
181.	Selects a partner	1	2	3	4	5
182.	Asks question	1	2	3	4	5
183.	Initiates activities with others	1	2	3	4	5
184.	Explores objects in his environment	1	2	3	4	5
185.	Trusts teacher	1	2	3	4	5
186.	Initiates interaction with teachers	1	2	3	4	5
187.	Completes assignments	1	2	3	4	5
188.	Seeks information from teacher	1	2	3	4	5
189.	Seeks information from peers	1	2	3	4	5
190.	Seeks adult approval	1	2	3	4	5
191.	Interacts with other children	1	2	3	4	5
192.	Stays with some activity for 10 minutes	1	2	3	4	5
193.	Exhibits inner control during observation	1	2	3	4	5
194.	Exhibits inner control without direction	1	2	3	4	5
195.	Brings his treasures to school	1	2	3	4	5
196.	Shows flexibility in use of materials	1	2	3	4	5
197.	Attempts new activities	1	2	3	4	5
198.	Tries new ways to tackle problems	1	2	3	4	5

APPENDIX E

DECISION RULES

Prekindergarten/MECEP Tally Sheets

- To be counted, students must have attended program at least four months; counted at the school at which data is reported ("moved to" is not counted unless data of "receiving" school does not contain "moved" student).

- To be counted as attaining individual standard:

  - Half year:

    -- At least <u>two</u> occurrences "helps in classroom"
    -- At least <u>two</u> occurrences "meetings"
    -- At least <u>five</u> occurrences "home activities"

  - Whole year ($\geq$ 6 months in program)

    -- At least <u>four</u> occurrences "helps in classroom"
    -- At least <u>four</u> occurrences "meetings"
    -- At least <u>nine</u> occurrences "home activities"

Table F-1

Percent of Students Attaining Mastery on PE-SORT Objectives by Building

PE-SORT Objective (Criterion)[a]	BUILDING									PROGRAM WIDE (N=274)
	Fuechtinger (N=35)	Kempton (N=21)	Herig (N=30)	Jerome (N=33)	Miller (N=19)	M. Park (N=39)	J. Moore (N=39)	Stone (N=37)	Zilwaukee (N=20)	
1 (80)	97.1	90.5	96.8	100.0	100.0	89.7	84.6	91.9	100.0	94.8
2 (80)	100.0	100.0	93.5	97.0	100.0	97.4	92.3	94.6	100.0	97.8
3 (50)	88.6	100.0	83.9	93.8	94.7	94.9	87.2	56.8	95.0	82.9
4 (70)	88.6	90.5	90.3	87.9	78.9	94.9	92.3	37.8	100.0	85.1
5 (50)	94.3	100.0	93.5	93.9	100.0	92.3	94.9	62.2	85.0	87.4
6 (85)	100.0	100.0	100.0	100.0	100.0	97.4	94.9	100.0	100.0	99.6
7 (80)	100.0	95.2	100.0	97.0	100.0	94.9	92.3	86.5	95.0	93.7
8 (65)	88.6	85.7	90.3	97.0	94.7	94.9	84.6	83.8	90.0	79.9
9 (50)	97.1	95.2	100.0	100.0	100.0	94.9	87.2	94.6	100.0	95.9
10 (80)	85.7	100.0	96.8	100.0	100.0	100.0	92.3	100.0	100.0	94.4
11 (65)	62.9	81.0	90.3	93.9	100.0	66.7	92.3	48.6	60.0	71.7
12 (65)	80.0	76.2	61.3	84.8	78.9	46.2	66.7	43.2	60.0	65.0
13 (80)	97.1	90.5	100.0	84.8	94.7	84.6	87.2	78.4	70.0	88.8

Note. N=274.

[a]Represents criteria for each objective.

Table G-1

Average Pre- to Post-test Change[a] on the Affective Rating Scale (ARS) by Objective and Building

Obj. #	Objective Description	BUILDING									PROGRAM WIDE (N=255)
		Fuerbringer (N=35)	Herig (N=31)	Jerome (N=33)	John Moore (N=39)	Kempton (N=21)	Miller (N=19)	Merrill Park (N=39)	Stone (N=37)	Zilwaukee (N=20)	
14	Preference Value Teacher	2.4	2.3	1.8	1.8	1.8	2.8	2.7	1.4	1.9	2.0
15	Self-Control	2.6	2.0	1.9	1.7	1.9	2.3	2.7	1.4	1.9	2.0
16	Positive Peer Interaction	2.5	2.3	2.3	1.9	1.5	2.4	2.8	1.7	2.0	2.2
17	Initiates Activities	2.4	2.4	2.1	1.9	2.0	1.7	2.6	2.0	2.1	2.2
18	Positive Work Attitude	2.5	2.4	2.0	1.9	1.9	2.3	2.7	1.4	2.2	2.1
19	Curiosity	2.2	2.3	1.9	1.7	1.7	2.2	2.7	1.4	1.8	2.0
20	Creativity	2.5	2.4	1.7	1.7	1.9	2.2	2.7	1.8	1.8	2.1

Note. N=274.

[a]Performance Standard - pre- to post-test increases will average 20% or more relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

APPENDIX H

Table H-1

MECEP Families Attaining Objectives Regarding Parents as Partners Component

School	Number of Students Enrolled[a]	Parent Participation Objective 14 #	%	Parent Meetings Objective 15 #	%	Homework Activities Objective 16 #	%
Fuerbringer	37	21	(56.8)	24	(64.9)	39	(91.9)
Herig	38	33	(86.8)	26	(68.4)	36	(94.7)
Jerome	37	35	(94.6)	35	(94.6)	36	(97.3)
Kempton	21	16	(76.2)	21	(100.0)	21	(100.0)
M. Park	41	27	(65.9)	40	(97.6)	38	(92.7)
C. Miller	20	17	(85.0)	19	(95.0)	20	(100.0)
J. Moore	43	35	(81.4)	41	(95.3)	39	(90.7)
Stone	41	34	(82.9)	41	(100.0)	39	(95.1)
Zilwaukee	20	17	(85.0)	19	(95.0)	20	(100.0)
TOTAL	298**	235	(78.9)+	266	(89.3)+	283	(95.0)+

Note. N=298.

[a] Number of students enrolled and attending program for at least four months.
[b] While some students were enrolled at more than one site during that year, each individual student was counted only once in these statistics.
[c] Objective attainment:
—Parent participation by at least 60% for at least four school activities.
—Parent meetings by at least 60% for at least four Friday meetings.
—Homework activities by at least 80% for at least nine home activities.

APPENDIX I

SAGINAW CITY PUBLIC SCHOOLS

PREKINDERGARTEN CURRICULUM ADVISORY COMMITTEE

Janet Mascotti Joswiak	Early Childhood Supervisor
Dr. Caroline Cummings	Early Childhood Coordinator Saginaw Intermediate School District
Patricia Hearron	Consultant, Dept. of Social Services
Mary Folino	Director, Elementary Education
Phyllis Jones	Teacher Consultant Head Start
Pam Higgs	Pre-K Teacher, Herig
Juanita Lugo	Pre-K Teacher, Baillie
Willie Tatum	Pre-K Teacher, Jones
Dorothy Weiss	Kdg. Teacher, Jerome
Sherri Borchard	Kdg. Teacher, Baillie
Lillian Osborne	Pre-K Teacher, Fuerbringer
Janet Hartle	Y5's Teacher, Zilwaukee
Charlene Bodiford	Y5's Teacher, Kempton
Barb Larkin	Jr. 1st, Longstreet
Delores Williams	Jr. 1st, Webber Elementary
Nancy Brill	1st Grade, Coulter
Pat Williams	1st Grade, Zilwaukee
Levette Abrahms	Parent, Coulter School

APPENDIX J

FAMILY LIFE EDUCATION ADVISORY COMMITTEE MEMBERSHIP

Nels Anderson	Director, Saginaw County Child Development Centers
Gayle Barbosa	Saginaw County Child Development Center
Joyce Barlow	Grandparents As Parents
Carole Boyd	Averill Career Opportunities Center
Sylvia Brantley	Young Parent Program, RDLLC
Patricia Cabello	Voluntary Action Center
Clifford Davis	Director, Ruben Daniels Lifelong Learning Center
Mary Folino	Director, Elementary Education
Delores Giles	Parent, State Funded Pre-K
Patricia Hearron	Div. Child Day Care Licensing, D.S.S.
Sandra Henderson	Adult/Childhood Services Coordinator, YPP
Mary Ellen Johnson	Teen Parent Support/Pregnancy Prevention
Janet Joswiak	PreK Supervisor, Saginaw City School District
Louise Kring	Supervisor, Adult Basic Education
Teri Lieber	PreK, Parenting
Carol Lopez	Department of Social Services
Christine Mersmann	Saginaw Valley Regional 4C
Patricia McCain	Saginaw General Hospital/Childbirth Ed.
Pari Michalski	Health Program Manager, RDLLC
Brenda Nolish	Saginaw County Juvenile Court
Rex Patterson	Saginaw-Bay Substance Abuse
Willa Randle	Parent Support Aide, Parent Resource Center, RDLLC
Helen Rawley	Kinder Kare, RDLLC
Suzanne Robinson	School Social Worker
Joyce Rouse	Saginaw County Department of Public Health
Mari Sargent	Child and Family Service
Lawanda Reed	Student, Delta College, also Parent
Donald Scott	Assistant Superintendent of Adult and Continuing Education, Saginaw Board of Education
Ron Spess	Saginaw County Youth Protection Council
Barbara Johnson Stacy	Saginaw County Juvenile Court
Craig Tatum	Project Success Coordinator, also Clergy
Diana Ulbricht	Adult Education, RDLLC
Debora Williams	Young Parent Program, RDLLC
Nancy Ziozios	Young Parent Program, RDLLC